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ABSTRACT

The Department of Education's Secondary School Recognition Program (SSRP) was developed to identify and recognize unusually effective public secondary schools and, through publicity and other means, encourage the emulation of their successful programs, policies, and practices by practitioners in other schools. This directory describes a small sample of the programs and practices that have brought success to the 202 schools identified as successful in 1983 and 1984. The material in this resource guide is a mix of offerings from urban and suburban high schools. The purpose of this guide is to encourage interested clients, educators, and other citizens to take advantage of the experiences of these schools and follow up on any interest that has been sparked. A general description of the school, a more detailed description of the specific programs, and contact person are outlined for each of the 17 programs, covering such areas as: (1) a science, mathematics, and research institute; (2) classes specifically for engineering fields; (3) a curriculum council for remediating courses for special needs students; (4) a comprehensive basic skills program; (5) expectations of excellence; (6) effective instruction models; (7) peer assistance programs; (8) improving self-image; (9) self-discipline and academic responsibility; (10) conflict resolution; (11) international education; (12) alcohol and drug abuse education; and (13) skill development. (CB)

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INTRODUCTION

During the 1982-83 school year, the United States Secretary of Education initiated a program to formally recognize unusually successful secondary schools throughout the nation. The Department of Education's Secondary School Recognition Program (SSRP) was developed to identify and recognize unusually effective public secondary schools and, through publicity and other means, encourage the emulation of their successful programs, policies, and practices by practitioners in other schools.

In 1983 and 1984, 202 high schools were selected for national recognition through the SSRP process. During that selection process, considerable information about these schools was gathered and later analyzed by staff at Research for Better Schools, Inc. (RBS). An occasional paper entitled The Secondary School Recognition Program: A First Report on 202 High Schools was prepared from data on the first two years of the national recognition program.*

This guide is another outgrowth of the analysis of the 1983 and 1984 program data. It describes a small sample of the programs and practices that have brought success to the 202 identified schools. The material in this resource guide is a mix of offerings from urban and suburban high schools. It includes a number of program descriptions from schools in the

*Another document on the national recognition program is currently in press and will be available shortly for national distribution. The Search for Successful Secondary Schools: The First Three Years of the Secondary School Recognition Program, is a report on the entire three-year program and includes accounts of the 571 high schools and schools for young adolescents that have been recognized as unusually successful.

Northeast region (which includes the designated service area of RBS, the Mid-Atlantic regional educational laboratory). The purpose of this guide is to encourage interested clients, educators, and other citizens to take advantage of the experience of these schools and follow up on any interest that has been sparked. Schools can be contacted by mail or telephone and, if in close proximity, interested persons may want to plan a visit to observe a program in operation. Contact persons and corresponding telephone numbers are included in each description, and the SSRP schools welcome the inquiries from their colleagues.

BENJAMIN CARDOZA HIGH SCHOOL

DA VINCI SCIENCE, MATHEMATICS, AND RESEARCH INSTITUTE

General Description

Benjamin N. Cardoza High School is a large, four-year, urban secondary school in Bayside (Queens) New York. It has a student population of 2,456 with an ethnic composition that is 52.3 percent white, 33.3 percent black, 8.6 percent Asian, 5.7 percent Hispanic, and .1 percent Native American. Staff at Cardoza include 13 administrators, 104 teachers, 12 aides, 4 counselors, 2 library/media persons, 6 security officers, 11 food service personnel, and 8 clerical workers.

Program Description

The Da Vinci Science, Mathematics, and Research Institute at Benjamin Cardoza High School provides a challenging, educational option for students who are highly motivated in the science and mathematics areas. The institute was established for students in grades 9-12 who want to learn research techniques, engage in critical thinking, and investigate scientific and mathematical puzzles and phenomena. Interested students in the 8th and 9th grades are invited to apply, and up to 100 students outside Cardoza's zone are admitted to the program each September.

The research institute accepts students with a broad range of abilities. Some 25 percent function above grade level, 50 percent at grade level, and 25 percent below. The following minimum requirements have been established for students at each of the three grade levels:

- Above grade level science research students

  5 years of sciences
  4 years of mathematics
  1 year of computer science
  3 years of research class and lab
  ½ year of Probability and Statistics
  ½ year of Laboratory Techniques
  ½ year of Ethics in Science and Technology

- Above grade level math research students

  5 years of mathematics
  3 years of sciences
  2 years of computer sciences
  3 years of research class and lab
  ½ year of Probability and Statistics
  ½ year of Ethics in Science and Technology

All science and math students are expected to prepare a research paper/project at the end of the freshman, sophomore, junior, and senior years.

- On grade level

  Grade 9 -- Introduction to Physical Science, appropriate mathematics

  Grade 10 -- Regents Biology, appropriate mathematics, Computer Science, Biological Lab Techniques

  Grade 11 -- Regents Chemistry or Regents Physics -- appropriate mathematics, Computer Science, Science Lab

  Grade 12 -- Regents Physics or Regents Chemistry -- appropriate mathematics, Advance Placement Science or Mathematics, Ethics in Science and Technology, Research Seminar

- Below grade level in reading

  Grade 9 -- Foundational Approaches in Science Teaching, appropriate mathematics, appropriate remedial classes

  Grade 10 -- Introduction to Health Careers -- Medical Keyboarding/Computer Literacy, Biology, appropriate mathematics

  Grade 11 -- Medical Office Assisting -- Medical Lab Techniques, appropriate science and/or mathematics, computer science

  Grade 12 -- Patient Care, Medical Office Internship, appropriate science and/or math electives, Ethics in Science and Technology

The strong academic nature of the programs prepares students to meet demanding higher education work. Possible scientific and mathematical careers that students can pursue include medicine, engineering, physics, laboratory technology, cryptanalysis, computer science, social science, and science or math teaching. Medical Office Assisting prepares students for positions in physicians' offices, hospitals, clinics, and health maintenance organizations.

To obtain additional information about the Da Vinci Science, Mathematics, and Research Institute at Benjamin Cardoza High School, contact:

Bertram L. Linder
Principal
Benjamin N. Cardoza High School
57-00 223rd Street
Bayside, NY 11364
(212) 631-4880

BRONX HIGH SCHOOL OF SCIENCE

General Description

Bronx High School of Science in Bronx, New York, has an enrollment of approximately 3,150 in grades 9-12. Some 63 percent of the students are white, 13 percent are black, 17 percent are Asian, and 7 percent are Hispanic. Bronx High has 10 administrators, 140 teachers, 12 teacher aides, 3 counselors, 3 library professionals, 1 social worker, 6 security officers, 15 food service personnel, and 11 clerical workers.

Program Description

The Bronx High School of Science offers a challenging college preparatory program for students who meet the entrance requirements and are accepted into the magnet school. Students from every borough in the city of New York are encouraged to apply, and a special outreach program, which exposes 7th and 8th graders to the learning experiences at the high school, helps to recruit disadvantaged minorities to the program.

Bronx High School of Science students are required to complete three years of a foreign language, four years of English, four years of Social Studies, and a total of nine years of mathematics/science. The curriculum is further strengthened through enrichment programs and accelerated studies including a dozen advanced placement courses and 25 electives in mathematics and science. Bronx High School also is the foreign language center for all the high schools in the borough. There are course offerings in fourth-year languages that focus on culture and conversation in Spanish, Hebrew, French, Japanese, and Russian. The school offers seven different languages, having recently added Latin, Japanese, Italian, and Chinese to the curriculum.

The climate at Bronx is a secure, serious, and supportive one which helps to stimulate a commitment to excellence. This has been accomplished by a planned approach that stresses demanding requirements for graduation; schoolwide recognition of academic achievement and excellence; and sensible, humane school regulations that are enforced.

The staff at Bronx actively develop new programs that stress inquiry, interdisciplinary, and problem-solving approaches. The school has developed significant connections with universities, colleges, and research facilities throughout the city to enable many more students to work independently on research projects in biology, chemistry, physics, mathematics, and social science.

Additional information about the Bronx High School of Science can be obtained by contacting:

Mr. Milton Kopelman
Principal
Bronx High School Of Science
75 West 205th Street
Bronx, NY 10468
(212) 295-0200

BROOKLYN TECHNICAL HIGH SCHOOL

General Description

Brooklyn Technical High School in Brooklyn, New York, has a student enrollment of 4,538 in grades 9-12. Some 50 percent of the students are black, 24 percent are white, 13 percent are Hispanic, and 13 percent are Asian. The school also has a sizable number of Asiatic and West Indian immigrants. Brooklyn Tech has 15 administrators, 197 teachers, 3 counselors, 3 library professionals, 1 social worker, 10 security officers, 40 food personnel, and 16 clerical workers. Part-time staff include 18 teacher aides and 9 counselors.

Program Description

Brooklyn Tech is a specialized high school that offers students in the New York City School District academic preparation in engineering, science, mathematics, and computer science. Students must apply for admittance, and those who are successful are provided with a rich academic program.

In 9th and 10th grades, students complete a full five major academic program of English, social studies, mathematics, sciences, and languages plus a number of specialized courses designed to give them an introduction to engineering, sciences, and technology. Students also must complete requirements in music, art, speech, and physical education.

During 11th and 12th grades, students continue with the academic core and also select one of the following major areas of concentration:

- aeronautical engineering,
- architecture,
- arts and science,
- bio-medical,
- chemical science and chemical engineering,
- graphic communication,
- industrial design,
- math-science, and
- mechanical engineering.

Curriculum review is ongoing to reflect the needs and challenges of our highly technical society. A committee of teachers regularly reviews the subject matter and makes revisions that are responsive to teacher comments, student achievement, changing industrial developments, university requirements, and so forth. Brooklyn Tech has an advisory board of engineering and industry representatives to review its curriculum and make suggestions for revisions. A number of engineering colleges and universities are also solicited to review the courses of study.

Brooklyn Tech staff members have established close ties with the colleges and universities in the area. Courses are taught in the school

for college credit, and in the senior year, students are offered English and social studies classes that have been set up jointly by Brooklyn Tech teachers and a local university. Area professors are invited to lecture and hold discussions with the students, and programs are established whereby students, at the end of the school day, go to college to take credit courses.

Updating equipment in this specialized high school is extremely important. At Brooklyn Tech, computer math courses were recently expanded to include assembly language; peripheral devices such as printers, sound generators, and modems; disk operating systems; graphics; LOGO and other languages. Students enrolled in this major will have access to some of the most up-to-date microcomputer equipment now available.

To acquire additional information about the offerings of Brooklyn Technical High School, contact:

Mr. Mathew Mandery
Principal
Brooklyn Technical High School
29 Fort Greene Place
Brooklyn, NY 11217
(212) 858-5150

CASS TECHNICAL HIGH SCHOOL:

THE CASS TRADITION

General Description

Cass Technical High School is located in inner-city Detroit, Michigan. The student body includes 3,343 students in grades 9-12 and the ethnic composition is 90 percent black, 8 percent white, 1.1 percent Asian, .6 percent Hispanic, and .2 percent Native American. Cass Tech staff include 18 administrators, 134 teachers, 11 subject area specialists, and 3 library/media specialists.

Program Description

Cass Tech offers a diverse curriculum to ensure that its students are well-rounded, academically prepared individuals. To attend Cass Tech, students must apply in the eighth grade. All applicants must have at least a 3.0 minimum grade point average, and they must take a citywide high school placement test in reading and mathematics.

Minimum graduation requirements include four years of English, two years of mathematics, three years of social studies, and three semesters of science. While only one year of a foreign language is required for some business and technical students, two years are required for all others.

Generally all Cass Tech graduates exceed the Detroit graduation requirements by five or six classes. The following advanced study courses are offered:

- English -- honors classes and senior year advanced placement classes;
- Mathematics -- honors classes and advanced study beyond second-year algebra through advanced placement calculus;
- Social Studies -- honors classes including historiography and political philosophy;
- Science -- courses through qualitative and quantitative analysis; and
- Foreign Languages -- third- and fourth-year classes.

The major reasons for the success of Cass Tech lie in its history and its commitment to academic excellence. The tradition of accomplishment is deeply ingrained in the school community. Students come to Cass Tech feeling the responsibility to live up to the school's reputation, and they strive to meet that responsibility. Those affiliated with the school cite the following as strengths of Cass Technical High School:

- its tradition, which carries with it a certain mystique and an expectation among students that, if they attend Cass Tech, they will do well later in life;

- a strong administrative staff and a principal who continually articulates curriculum goals and objectives and is viewed as a strong leader;

- a comprehensive guidance and counseling program which encompasses both academic and personal/social counseling;

- supportive parents, who want their children to do well, who cooperate to produce results in their children's performance when needed, and who can be called upon to provide considerable human resources;

- a faculty of professionals, many of whom are experts in their own fields, who choose to teach at Cass Tech, and who do an outstanding job;

- expectations of the entire faculty and staff that students will do well;

- inspired instruction motivated by student feedback; and

- a diverse curriculum that ensures that Cass graduates will be well-rounded individuals, not just academically prepared.

For more information about Cass Technical Institute, contact:

Jeanette Wheatlye
Principal
Cass Technical High School
2421 Second
Detroit, MI 48201
(313) 494-2605

FREDERICK DOUGLASS HIGH SCHOOL

COMPREHENSIVE BASIC SKILLS PROGRAM

General Description

Frederick Douglass High School is a large urban school in Atlanta, Georgia. The school serves 1,759 students in grades 8-12 and the ethnic composition is approximately 99 percent black and 1 percent white. Frederick Douglass High has 6 administrators, 121 teachers, 3 teacher aides, 6 counselors, 6 subject area specialists, 2 library/media professionals, 21 food service personnel, and 8 clerical workers. Part-time staff include one social worker.

Program Description

The learning levels of students at Frederick Douglass High School are as diverse as their socioeconomic levels, but all students in grades 8-12 are expected to achieve academically. For students who are academically below level, there is a comprehensive basic skills program in place that helps them reach their maximum learning potential.

The school's Curriculum Council of administrators, department chairpersons, counselors, parents, and students saw a need for a remediation option, and some 10 years ago designed and started several programs for students in the math and reading areas. First, the Stanford Achievement Test is given to all students with deficiencies in language skills and mathematics. Teachers review student test scores; then they provide materials with which students can achieve. As students progress, the materials they use approach grade level.

Second, students with severe problems are grouped together according to ability in reading development or basic mathematics. A two-teacher team works with each group of students all year, and parents are informed frequently of student progress. As students develop confidence and learn basic skills, their achievement improves. The result is not only higher test scores but also higher attendance rates.

Third, tutorial sessions are held before and after school (7:30 a.m. to 8:15 a.m. and 3:00 p.m. to 4:00 p.m.), four days a week. Students participate in this program when they think they need it, and teachers volunteer their services as well. Participation in this program has resulted in scores that are significantly closer to the norm on performance tests over the past few years.

Douglass High is a school devoted to developing minds, right attitudes and ideas, and good character; helping adolescents find out who they are and where they want to go; and providing the means by which student goals may be accomplished. The high school's comprehensive approach to basic skills improvement exemplifies one aspect of that devotion as it provides opportunities for all students to meet with academic success.

For more information about the high school's comprehensive basic skills program, contact:

Dr. L.W. Butts
Principal
Frederick Douglass High School
225 Hightower Road, N.W.
Atlanta, GA 30318
(404) 799-1482

HERMITAGE HIGH SCHOOL

EXPECTATIONS OF EXCELLENCE

General Description

Hermitage High School in Richmond, Virginia, enrolls over 1,700 students in grades 9-12. The student ethnic composition is 82 percent white, 16 percent black, and 2 percent Asian. The staff includes 4 full-time administrators, 83 classroom teachers, 5 counselors, and 2 library/media professionals. There also are 2 part-time administrative aides and 12 part-time teachers.

Program Description

Educators at Hermitage High School believe that academic and behavioral excellence can be achieved by establishing high-level goals and expectations, returning a disciplined atmosphere to schools, and recognizing the quality achievements of students. "Expectations of Excellence" is a comprehensive program with four major components -- academic excellence, discipline, attendance, and recognition -- that addresses those Hermitage beliefs.

At the beginning of the 1983-84 school year, "Expectations of Excellence" was formally introduced at an assembly for 9th - 12th grade students. All students were challenged to enter into contracts establishing goals for grades and attendance. Parents also were mailed a copy of the assembly program and an agreement form for parents and students. By signing the form, parents agreed to establish a 90-minute study period each evening, carefully scrutinize each report card, attend the annual PTA Back-to-School-Night, attend the parent conference, enforce the attendance policy, and support the student and the goals.

At Hermitage, four levels of courses are offered in order to reach all students and meet their individual needs. The Honors Program ("A" Level) is designed for highly motivated and academically gifted students. Independent and critical assignments, as well as long-range assignments that stress analysis, synthesis, and evaluation, are required aspects of this program. The Academic Program ("B" Level) is intended for the academically proficient student and provides an intensive and integrated study of the subject matter. The "C" Level courses are provided for the average ability students, and "D" Level courses are available for students who show a deficiency in specific skill areas. A study skills program is integrated across the curriculum, and all teachers emphasize study skills that are appropriate to each class.

High quality discipline prevails at Hermitage with the employment of the "tight-ship" concept. Teachers emphasize the discipline policy throughout the year, and the Parent-Student Handbook, which clearly defines the policy, is mailed to each student's home before the beginning of the new school year.

Attendance requirements are another essential part of the "Expectations of Excellence" program. A policy on daily attendance, class tardiness, early dismissals, and late arrivals has increased actual teaching and learning time at Hermitage.

Recognition for student achievement is a critical component of the overall program. Each year, school begins with an assembly honoring academic excellence, and at the end of the year, departmental awards for all grade levels are bestowed, as are perfect attendance awards, honor roll awards, Hermitage Scholar awards, and letterman awards for overall academics. Teachers focus attention on honored students, and newsletters are sent to the students' homes 12 times each year to communicate student accomplishments to the parents.

Staff members at Hermitage High School place great emphasis on the setting of high standards and high expectations of accomplishments. They claim to have a "special" school, and they attribute many of the school's successes to the "Expectations of Excellence" philosophy and activities.

To obtain more information about the "Expectations of Excellence" program, contact:

Dr. Thomas Debolt
Principal
Hermitage High School
8301 Hungary Spring Road
Richmond, VA 23228
(804) 270-9660

MILLARD NORTH HIGH SCHOOL

MILLARD MODEL OF EFFECTIVE INSTRUCTION

General Description

Millard North High School is located in a suburb of Omaha, Nebraska. The school has 1,716 students in grades 9-12, and the ethnic composition of the student body is 96 percent white, 1.5 percent Hispanic, 1 percent black, 1 percent Asian, and .5 percent Native American. Millard North High has 6 administrators, 88 teachers, 11 teacher aides, 4 counselors, 3 library/media professionals, 16 food service personnel, and 7 clerical workers. Part-time staff include 3 teachers, 1 teacher aide, 1 counselor, and 2 social workers.

Program Description

The Millard Model of Effective Instruction at Millard North High School is an instructional strategies course based on the Instructional Theory Into Practice Model developed by Madeline Hunter. A districtwide committee including teachers from Millard North designed the course of study and conduct voluntary teaching skills sessions for which participants receive college credit.

The following essential elements of instruction are taught to course participants:

- Selecting Objectives at the Correct Level of Difficulty

  Bloom's Taxonomy -- Participants learn the levels of cognitive domain and the teaching implications for each level of the taxonomy.

  Formulating an Instructional Objective -- Participants learn the four parts to an objective and the relationship between the learning and the behavior in an objective. They also learn how to write an instructional objective containing a statement of what is to be learned and what is the appropriate student behavior that is relevant to the thought process of the learning.

  Task Analysis -- Participants are taught the definition and steps of task analysis and learn how to write a task analysis statement.

  Decision-Making Model/Student Behavior -- Participants learn the three areas in which teachers make decisions and the relationships between learning and student behaviors in the decision-making model.

- Teaching to the Objective

  Teaching to the Objective -- Participants learn the concept of relevancy as it applies to student behavior and learn the teacher's proactive role in generating overt behaviors in learners. Participants also are able to explain the

classification of teacher actions (i.e., explanations, questions, directions, activities, and responses to the efforts of the learner) that are usually seen when teaching to an objective.

- Monitoring and Adjusting

  Monitor the Learning and Adjust the Teaching -- Participants learn the concepts and the steps in monitoring and adjusting teaching.

- Principles of Learning

  Seven Learning Principles -- Participants learn definitions of and techniques for seven learning principles: active participation, closure, modeling, anticipatory set, reinforcement, motivation, and retention.

- Special Topics

  Additional Information --Participants acquire additional information on reinforcement strategy, practice theory, dealing with student errors, and so forth.

After teachers receive this training, they can modify their teaching techniques to reflect their newly acquired skills.

In recent years, the evaluation of teachers has also been modeled after this content. Millard's formal evaluation procedure identifies nine instructional skills required for effective teaching: task-oriented, businesslike behavior; informing and explaining; questioning; show how/modeling; praise/reinforcement; variability; flexibility/monitoring and adjusting; motivation; and classroom management. A clinical supervision model is used to determine the presence of those skills. The model requires a pre-observation conference between the supervisor and the teacher; the observation itself, at which time the observer takes an anecdotal record for an entire class period; the analysis of that record by the observer to identify the use of the nine instructional skills; and a post-observation conference with the teacher to discuss the analysis.

To obtain additional information about the Millard Model of Effective Instruction, contact:

Ike Pane
Principal
Millard North High School
1010 South 144 Street
Omaha, NB 68154
(402) 895-8365

MT. LEBANON HIGH SCHOOL

CHOOSE TO BE CHALLENGED PROGRAM

General Description

Mt. Lebanon High School serves a suburban community in the South Hills area of Pittsburgh, Pennsylvania. The school has a student population of 2,260 in grades 9-12. Of this student body, over 97 percent are white, 1.5 percent are Asian, 1 percent are Hispanic, and fewer than 1 percent are black. Mt. Lebanon's staff includes 6 administrators, 138 teachers, 3 part-time teachers, 7 counselors, 3 library/media professionals, 3 teacher aides, 8 subject area specialists, 21 clerical staff, and 19 food service personnel.

Program Description

The Choose to be Challenged Program at Mt. Lebanon High School is a student peer assistance program that encourages students to select an academic program that maximizes their potential. The program, which was organized by the students, involves them in meeting with homeroom classes to sell students on challenging courses. Students also arrange seminars on study skills, offer tutoring services, and reinforce vocational planning.

At Mt. Lebanon, there are four levels of courses available for students to select: advanced placement, honors, regular, and modified. (Modified courses have been adapted for students who need remediation or reinforcement in a particular curricular area.) As a result of the Choose to be Challenged Program, far more students are taking the more stimulating courses of study, and over a two-year period, the number of seniors who elected 6 rather than 5 major subjects jumped from 16 percent to 68 percent.

The Choose to be Challenged Program helps to explain why Mt. Lebanon students far exceed the minimum state requirements overall. Some 95 percent of the students now graduate with 3 years of mathematics, 81 percent with 3 years of science, 68 percent with at least 1 computer course, and 58 percent with a foreign language. In addition, 24 percent of the students take honors or advanced placement courses in English, 33 percent in math, 23 percent in social studies, 24 percent in science, 12 percent in computers, and 8 percent in a foreign language.

For more information about the Choose to be Challenged Program, contact:

Joseph Mascetta
Principal
Mt. Lebanon High School
155 Cochran Road
Pittsburgh, PA 15228
(412) 344-2003

NISKAYUNA HIGH SCHOOL

NEW HEIGHTS EXPERIENCE

General Description

Niskayuna High School is a suburban school in Schenectady, New York, with an ethnic student composition that is 95 percent white, 3.5 percent Asian, 1 percent black, and .5 percent Hispanic. The student body includes 1,378 students in grades 9-12. Full-time staff include 3 administrators, 88 teachers, 6 teacher aides, 6 counselors, 3 library/media professionals, 1 food service person, and 12 clerical staff. There are 5 part-time teachers, 17 teacher aides, 1 social worker, 3 food service personnel, and 2 clerical workers.

Program Description

The New Heights Experience at Niskayuna High School offers assistance to students who need to acquire a more positive self-image, a greater degree of self-confidence, and more of a commitment to their academic performance. The experience, which is similar to the Outward Bound Program, is offered each year to 12 sophomores and juniors with the expectation that the following outcomes will be realized:

- improved academic performance;
- improved attendance in school;
- greater participation in school-related activities;
- more positive social interactions with peers and adults;
- improved self-confidence, self-esteem, and commitment to tasks;
- more frequent contacts with students from other segments of the school;
- return of service to the community; and
- development of leadership abilities.

The New Heights Experience is coordinated by the school psychologist who gathers all necessary permission and medical forms and participates in all aspects of the program. Three other faculty members assist the project coordinator by participating in the five-day experience and assuming the follow-up responsibilities.

Group meetings are held prior to the actual experience to explain the nature and purpose of the experience, explain equipment requirements, have required forms completed, establish group cohesion, and explain the 10-hour community service requirement. The five-day New Heights Experience is conducted at the Pok-O-Macready Outdoor Education Center in Willsboro, New York. The center provides meals, equipment, and several guides who are

expert in hiking and survival in the wilderness. While at the camp, students take part in an outdoor education that includes group dynamic games, hiking, survival techniques, food preparation, rock climbing, and so forth. At the end of the trip, students are asked to write a brief statement that describes their feelings about the experience.

Three follow-up activities provide an extended life to the five-day experience. One activity is student monitoring through direct student-teacher contacts and through the collection of data on course grades, attendance records, and so forth. Another activity is the Parent Night and Slide Show, which is held one month after the trip and is organized and conducted by the students who participated (with assistance from a faculty member). The third activity is the 10-hour community service experience that is monitored by a faculty member. In the past, students have fulfilled this requirement by donating time to organizations such as Wildwood School, March of Dimes Walkathon, Easter Seals, Special Olympics, and the town of Niskayuna.

End-of-the-year-reports on the New Heights Experience label the program "a success." Participating faculty and students alike praise the program and recommend that it be continued each year. This program has also received "overwhelming support" from organizations in the community. Funding is a critical issue, and many groups including the Women's League of the First Reformed Church, Niskayuna Rotary, Niskayuna's Lion's Club, and Niskayuna High School's Parent-Teachers' Association have been generous in their financial support of the program.

Specific costs for the New Heights Experience include:

• 12 students at $120 per student	$1440.00
• 1 van rental	250.00
• mileage for 1 car at $0.20 per mile x 300 miles	60.00
• food expenses	60.00
• miscellaneous	50.00
	$1860.00

In addition, resources must be allocated for:

- three days' regular salary for New Heights Experience teachers,
- substitute teachers for two days (the experience is conducted from Wednesday evening through Sunday), and
- two days' release time for teachers who attend the experience.

To obtain additional information about the New Heights Experience, contact:

Victor T. Greco
Certified School Psychologist
Niskayuna High School
1626 Balltown Road
Schenectady, NY 12309
(518) 382-2511

NORTHPORT HIGH SCHOOL

TIME OUT ROOM PROGRAM

General Description

Northport High School is a suburban school in Northport (Long Island), New York, with 2,041 students in grades 10-12. The ethnic composition of the student body is 99 percent white, .65 percent Hispanic, .25 percent black, .05 percent Asian, and .05 percent Native American. Northport High has 4 administrators, 130 teachers, 19 teacher aides, 9 counselors, 2 library/media professionals, 2 security guards, 2 food service personnel, and 13 clerical workers. Part-time staff include 2 administrators, 16 teachers, 9 teacher aides, 1 counselor, 2 subject area specialists, 1 library/media professional, 2 social workers, 2 security officers, 13 food service personnel, and 2 clerical workers.

Program Description

The Time Out Room Program (TOR) at Northport High School is an alternative educational environment which focuses on helping students develop self-discipline and learn how to keep up with academic responsibilities. The concept was borrowed from the athletic notion of time out which is understood by athletes as an opportunity to take a moment to talk to coaches, team players, or even themselves. At Northport, this philosophy was expanded to the academic world in 1980 when the TOR was developed to help dysfunctional students succeed in a positive school environment.

In the TOR, students have an opportunity to talk out problems. The student is helped with forecasting consequences, exploring alternatives, making decisions, and developing specific plans which frequently lead to a more productive behavior in the student's regular classes. An emphasis is placed upon returning students to their regular classes as quickly as they can develop a plan to resolve their difficulties. Administrators, counselors, teachers, and parents are informed of the progress students make while they are in the TOR.

TOR is staffed by two faculty members, one who has a master's in social work and another who is a certified English teacher. Additional support is provided by an aide. The responsibilities of the TOR staff are many. Specifically, they:

- assist students with developing the attitudes and skills that can lead to productive social behavior at school;
- interact with students individually or in groups to help them assume responsibility for their behavior;
- encourage students to complete their daily tasks or assignments and make instructional assistance and/or peer tutoring available as needed;

- consult with associate/assistant principals, teachers, and guidance counselors to help determine the length of stay for students referred for more than one class period;

- keep current records of all students who report to the TOR on a daily log sheet;

- maintain discipline in the TOR with consideration given to the unique purpose of the room;

- help students by monitoring their attendance in all classes;

- provide a short written or oral communication to teachers about the student's activities and expressed attitude while in the TOR; and

- obtain work from teachers for students assigned to the TOR.

Students who engage in dysfunctional behaviors such as excessive tardiness, class cutting, truancy, fighting, insubordination, vandalism, and so forth become the clients of the TOR Program. Those with minor infractions report for just one or two periods. Others on in-house suspension attend for one or two days and receive tutoring, group counseling, personal attention, and a quiet place to work.

Progress reports show both significant increases in TOR offerings and decreases in out-of-school suspensions, which suggest that the TOR Program is viewed as a unified effort among teachers, counselors, and administrators to minimize home suspensions and maximize in-school support systems for troubled students. Reports also reflect an impressive number of self-referrals with substantial increases from year to year.

The cost for the TOR Program is the salaries for two teachers and one aide.

To obtain additional information about the TOR Program, contact:

Merle Levine
Principal
Northport High School
Laurel Hill Road
Northport, NY 11768
(516) 261-9000

PIONEER HIGH SCHOOL

CONFLICT RESOLUTION/
A GROUP COUNSELING MODEL

General Description

Pioneer High School is a suburban school in Whittier, California. The ethnic composition of the student population is 72 percent Hispanic, 27 percent white, .8 percent Asian, and .1 percent Native American. The student body includes 1,714 students in grades 9-12. Pioneer High has 4 administrators, 66 teachers, 5 counselors, 1 library/media professional, 1 food service person, and 10 clerical workers.

Program Description

The Conflict Resolution Model of Pioneer High School is an intensive, positive approach to integrating gang members into school life and providing them with a successful school experience. The program, which strives to achieve desirable, long-term, and far-reaching results and have an optimum effect on overall school climate, has six primary objectives:

- overall improvement of the school learning environment;
- elimination of confrontations on the campus between members of different neighborhood groups;
- elimination of gang intimidation of students;
- assimilation of gang-oriented students into the mainstream -- academically, extracurricularly, and socially;
- facilitation of a better relationship between students and staff; and
- assisting parents of gang-involved students to get back in charge of their children.

Several components of the program attack the problem of gangs from a variety of fronts. For example, there is:

- inservicing the staff concerning the problem and providing as much knowledge as possible about the dynamics related to gang involvement;
- discussing the program with campus student leaders and soliciting their support for the objectives;
- establishing security around the perimeter of the campus during critical time periods of the school day through the use of an off-duty law enforcement officer;

- developing an alert supervision schedule that is used in the event that the school is warned about the possibility of antagonistic gang members coming on campus;

- identifying all known gang members on campus and providing this list (with nicknames) to members of the staff;

- hiring the necessary number of classified (non-teacher) campus student personnel aides to help supervise the campus by monitoring behavior, counseling students, helping to enforce the tardy and truancy policies, providing information, making sure that students are in their classrooms, and involving them in enforcing policies related to the use of mood-modifying substances;

- installing a decorative fence (wrought iron rather than chain link) between campus buildings where gates can be locked at night to reduce the acts of vandalism;

- maintaining a regular program where graffiti is painted out or removed as soon as possible after it appears;

- establishing an open line of communication with the local law enforcement agency so that useful information can be shared and mutual support can be developed;

- establishing a parenting class for the purpose of helping parents deal effectively with their children and divert from involvement with gangs; and

- establishing a boys' and girls' council on campus made up of representatives of the various gangs.

This model is based on the premise that as gang members receive positive reinforcement for acceptable behavior and develop more positive self-images, their attitudes, appearances, and behaviors will change.

When the Conflict Resolution Model was introduced to Pioneer High School in 1979, some 100 gang-oriented members were seriously disrupting the normal operations of the school on a regular basis. Since its inception, the number of students involved in gangs has been reduced by two-thirds, and the dress and behavior of those who do identify with neighborhood gangs have changed so dramatically that it is difficult to identify their turfs on campus. The Boys' and Girls' Councils, which meet weekly with Pioneer High School staff, and sponsor school dances, car washes, weekend retreats, and amusement trips. In addition, many of these students have become involved in athletics and other school activities. Most importantly, since 1979, the school has not experienced a single gang-related incident, and the gang members are well accepted by the student body.

A budget for the Conflict Resolution Model is not available. However, the following items should be considered:

- costs for security during critical time periods during the school day,
- costs for personnel aides to help supervise the school campus,
- costs for the installation of a decorative fence to reduce incidences of vandalism, and
- costs for staff, curriculum, and materials for a class to help parents deal effectively with their children.

You can receive additional information about the Conflict Resolution Model by contacting:

Robert L. Eicholtz
Principal
Pioneer High School
Whittier Union School District
10800 Benavon Street
Whittier, CA 90606
(213) 698-8121

RUFUS KING HIGH SCHOOL FOR THE COLLEGE BOUND

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

General Description

Rufus King High School for the College Bound is an urban magnet school in Milwaukee, Wisconsin. The student body includes 885 students in grades 9-12 and the ethnic composition is 55.9 percent white, 39.8 percent black, 2.4 percent Hispanic, 1.3 percent Asian, and .6 percent Native American. Rufus King High has 3 administrators, 53 teachers, 8 teacher aides, 2 counselors, 1 library/media professional, 1 social worker, 1 food service person, and 6 clerical workers. Part-time staff include 14 food service personnel.

Program Description

Rufus King High School for the College Bound is one of a select number of schools in the United States and Canada that is participating in the International Baccalaureate Program. The IB Program, which operates in the last two years of secondary school, offers a world class curriculum with subjects taught at an advanced level. The program emphasizes a philosophy of learning which challenges the academically talented and highly motivated student, and its rigorous demands influence the curriculum in the lower grades.

The IB Program includes a curriculum that requires each student to become proficient in language and mathematics and familiar with at least one subject that exemplifies the study of human behavior and one other that exemplifies the process of scientific inquiry. The curriculum, which incorporates standards that assume a high level of achievement during the prior years, is comprised of subjects that are arranged according to six major areas. The areas and the subjects in which the IB Program provides examinations are as follows:

- Language A -- the native language (usually English), including a study of world literature in translation from at least two language areas;
- Language B -- a second modern language or a second language at the level of Language A;
- Study of Man -- one of the following options: history, geography, economics, philosophy, psychology, social anthropology, or business studies;
- Experimental Sciences -- one of the following options: biology, chemistry, or physics;

- Mathematics; and

- One of the following -- art/design; music; a classical language; a second Language B; an additional option under the Study of Man, Experimental Sciences, or Mathematics; special syllabi developed by IB schools; or computer studies.

The IB candidate also must take a unique course known as the Theory of Knowledge. The student is asked to reflect on the secondary school experience in a comparative and critical way by investigating the knowledge, claims, and judgments made in logic, mathematics, natural and social sciences, history, ethics, and aesthetics. The course concludes with an examination of opinion, faith, belief, and truth.

In addition to the course requirements, the IB student must undertake independent work in one of the subjects studied and prepare an extended essay or research report, to be assessed by an IB examiner.

And, finally, the student is required to spend the equivalent of at least one afternoon a week in some creative or aesthetic experience or social service activity.

Students who successfully complete the program earn a diploma that is recognized for admission to most major colleges and universities throughout the world and for course credit at colleges and universities in Canada and the United States. According to the program's literature, however, the greatest value, lies in its intrinsic worth as a challenge and a symbol of the greater achievement to which students and teachers aspire.

For more information about how the IB Program works at Rufus King School for the College Bound, contact:

Andre T. Ptak
Principal
Rufus King High School for the College Bound
1801 West Olive Street
Milwaukee, WI 53209
(414) 374-5450

To obtain general information about the IB Program, contact:

International Baccalaureate North America/IBNA
200 Madison Avenue
New York, NY 10016
(212) 696-4464

SHAKER HEIGHTS HIGH SCHOOL

SECONDARY STUDY AND TUTORING CENTER

General Description

Shaker Heights High School is a suburban school in Shaker Heights, Ohio, with an ethnic student composition that is 60 percent white, 38 percent black, and 2 percent Asian. The student body includes 1,425 students in grades 10-12. Shaker Heights High has 5 administrators, 100 teachers, 1 teacher aide, 6 counselors, 2 library/media professionals, 1 security officer, 5 food service personnel, and 16 clerical workers. Part-time staff include one social worker and four food service personnel.

Program Description

The Secondary Study and Tutoring Center in the Shaker Heights School provides free tutoring to students in grades 7 - 12, Monday through Thursday from 4 p.m. to 7:30 p.m. No appointments are necessary, and students are welcome to receive tutoring services or simply come to study independently.

Tutor schedules and a center calendar are provided to every student and staff member at the beginning of each semester. Students using the center for the first time are counseled on how to most effectively use the schedule, and, when possible, are matched with the tutor who has both expertise in the subject and a compatible style. The tutoring services in mathematics, science, English, history, foreign languages, SAT preparation, and study skills are provided by teachers currently employed by the district, retired certified teachers, and college students who plan to enter education.

Students are encouraged to participate in the center's offerings, but no unwilling referrals from teachers or parents are accepted. It is the policy of the center to accept students who want the help because it is those students who will gain the most from the experience.

Annual reports show a steady increase in usage since 1979 when the service was initially offered. This increase is viewed as a tribute to the success of the program. In addition, 80 percent of the students who regularly used the center during previous years returned to continue studies.

The budget of this evening study center is approximately $20,000 per year (as reported in the second-year report) and includes allocations for salaries for an estimated 25 staff and materials for approximately 600 students.

You can receive additional information about the Secondary Study and Tutoring Center by contacting:

Mr. C.A. Zimmerman
Principal
Shaker Heights High School
15911 Aldersyde Drive
Shaker Heights, OH 44120
(216) 921-1400

TUPELO HIGH SCHOOL/SCHOOL DISTRICT

ASSOCIATION FOR EXCELLENCE IN EDUCATION

General Description

Tupelo High School is an urban school in Tupelo, Mississippi, that has 1,126 students and an ethnic composition that is 81 percent white and 19 percent black. Tupelo High has 6 administrators, 59 teachers, 2 teacher aides, 4 counselors, 2 subject area specialists, 2 library/media professionals, 6 food service personnel, and 4 clerical workers. Part-time staff include 2 administrators, 12 teachers, and 1 food service person.

Program Description

Tupelo High School is located in a district where there is an outstanding amount of community support. The local community has always been involved in the educational system, and when needs occur, members rise to the occasion to address the problems at hand.

In the early 1980s, when community members were informed of a need that existed in the school district, they formed the Association for Excellence in Education. This association gave patrons an opportunity to contribute directly to the school system beyond the tax dollars they were already contributing. A number of the community members who had lived in other areas of the country and had paid private school tuition saw this as an opportunity to help maintain the excellent public schools in the city.

Association members work with the superintendent and the board of education to determine what projects should be undertaken. From monthly membership contributions and other fund raising activities, the group generates resources to support the various projects.

Since its inception, the association has bought science equipment, computers, and resource materials for advanced placement classes; has paid tuition for teachers returning to school to take classes in their subject areas; and has provided funds for training principals to become better instructional leaders. In the few years it has been in operation, the association has approved $187,000 for projects in the school district.

For more information about the Association for Excellence in Education, contact:

Randy D. McCoy
Principal
Tupelo High School
1009 Varsity Drive
Tupelo, MS 38801
(601) 841-8970

UPPER ST. CLAIR HIGH SCHOOL/SCHOOL DISTRICT

ALCOHOL AND DRUG ABUSE EDUCATION PROGRAMS

General Description

Upper St. Clair High School is a suburban school in Upper St. Clair, Pennsylvania, with an ethnic composition of the student body that is 97.8 percent white, .3 percent black, 1.7 percent Asian, and .1 percent Hispanic. The student body includes 1,556 children in grades 9-12. Upper St. Clair has 5 administrators, 81 teachers", 16 teacher aides, 5 counselors, 2 subject area specialists, 2 library/media professionals, 2 security guards, 9 food service personnel, and 10 clerical workers. Part-time staff include 8 teachers, 1 teacher aide, 1 counselor, 1 library/media professional, and 2 food service personnel.

Program Description

Upper St. Clair High School is part of a districtwide, multi-faceted approach to dealing with student substance abuse. This approach was developed in 1980 after a series of problems erupted causing parents and the district to blame each other for the children's substance abuse problems. A new superintendent helped the district focus its attention on two major goals to unite the schools with the community and to use the many talents to combat the substance abuse problems. The goals are:

- to bring parent volunteers into the schools so that they can see what is going on, and

- to get parents to understand the schools through such means as video-taped segments of high school activities played on a local cable channel.

The district began its work on the drug and alcohol abuse programs by inviting a superintendent from a district with similar problems to share his ideas and his district's approach to implementing a substance abuse program. A citizen's steering committee was later established to provide additional input, and a few months later a substance abuse packet was distributed door-to-door throughout the community. Several teachers and community members participated in a National Training Institute Program on substance abuse and subsequently shared in developing or enhancing school and community programs. The following list provides a brief description of some of the Upper St. Clair projects:

- Youth Steering Committee -- This group was established by joint action of the Board of School Directors and the Township Commissioners. Membership on the committee is made through joint appointment of both governing bodies. The purpose of the Youth Steering Committee is to provide alternative activities for youth in the community. It serves as a catalyst for new programs and establishes a network among existing activities. The National Training Institute provided extensive technical assistance to help this body develop many of the programs mentioned below.

- High School Commons -- This project, which was implemented by the Student Council, provided students with a place to gather and relax during unscheduled time throughout the day.

- Middle School Schedule -- By adding a structured activity period in the middle of the day following a shortened lunch period, mid-day behavioral problems have been sharply reduced.

- Middle School Grouping -- A new method of grouping students heterogeneously has helped remove the stigma many students and their families felt in the former system.

- Student Support System -- The high school guidance staff initiated a student assistance program that provides support services to students who are referred by the faculty.

- Student Helpers and Resource Persons -- A two-day training program was given to 40 high school peer counselors using the National Training Institute leadership techniques. This produced six action groups of students who provide orientation services to new and middle school students, assist with community projects, and give support to students in need.

- Together in Parenting -- This 12-hour workshop for parents on drug and alcohol awareness is provided by the Parent-Teacher Association Council.

- Support Groups -- Two counselors trained in National Training Institute methods have used the training to create effective support activities for students returning from chemical dependency treatment and for students concerned about their own or another's usage.

- Athens -- This is an early intervention program that is conducted off campus for three days. It is aimed at students who have experienced some type of inschool behavioral problem connected with drug or alcohol abuse.

- Teacher Inservice -- About two-thirds of the Upper St. Clair faculty have participated in a one-day inservice program that deals with drug and alcohol awareness, the school's role, and available resources in the community.

- Chemical People Night -- This program, which is a follow up to the National Chemical People Program, was directed by a trainer from the National Training Institute and was sponsored by the Youth Steering Committee and the local task force on drugs and alcohol. Out of this activity, five action groups were formed that now sponsor some of the district's drug and alcohol abuse programs.

- March March -- The Youth Steering Committee recruited 150 volunteers to distribute literature to every home in the township on Saturday, March 17, 1984. The literature gave information on the extent and nature of the adolescent chemical misuse, instructions and hints for individuals who may come into direct contact with the problem, and lists of resources available to community members who may be seeking assistance. Continued distribution is being done through the Welcome Wagon Program and through other service clubs in the community.

- Parents at Lunch -- This is a program aimed at increasing self-esteem in elementary students and promoting positive communication among parents and children. Throughout the second semester, elementary students invite their parents to have lunch with them. This can happen any day; the student simply informs the school when they are coming. Parents eat lunch with their children and friends in the school's Nutrition Center.

- Middle School Overnight -- In an attempt to promote better communication among middle school students and their parents, an orientation program is conducted overnight at the high school. National Training Institute techniques make up the bulk of the night's activities. Admission for the student is the attendance of one parent.

- Town Lunch -- This picnic, which is sponsored by the Youth Steering Committee, is an occasion to publicly recognize citizens and district employees who give time and energy to support drug and alcohol efforts and programs in behalf of the Upper St. Clair youths.

- Community Day -- Community Day is a township celebration co-sponsored by the high school Student Council and the municipal government to generate better community spirit. It is a day-long festivity involving parades, games, activities, food, and displays.

- Useful Sharing Coupons -- This coupon book is designed to promote better communication between parents and children. Each activity requires the parent and the child to set aside 20 minutes for a special sharing event, and either the parent or the child can initiate an activity. The coupon book was created by the Elementary Drug and Alcohol Task Force and was underwritten by the Youth Steering Committee. The coupon book is distributed to parents during the elementary school open-house nights.

- Friday Night Socials -- After each home Friday night athletic event, socials are held in the high school commons area for high school students.

Under the auspices of the National Training Institute, some 80 people have received training to support this districtwide initiative. In turn, those trained have recruited and turn-key trained over 350 community residents and 50 faculty members to take part in the various action programs listed above. Collectively, over 1,500 volunteer hours have been spent providing services and activities to youth in the community. And the results are being

realized in reductions in vandalism, student/faculty confrontations, behavior disorders, and incidences of substance abuse. Program reports also note increases in student self-esteem, parental involvement, and overall support by community members.

Costs for implementing this multi-faceted program are described below in conjunction with the corresponding projects they support:

- High School Commons -- $20,000 received from the school board;
- Teacher Inservice -- $17,000 funded by a grant from the Frick Foundation; and
- Youth Steering Committee funds -- No specific dollar amounts are available, but support has been provided for the Chemical People Night, the Middle School Overnight, Community Day, and the Town Lunch.

Additional financial support is generated through donations from the Consolidated Coal Company, Blue Cross/Blue Shield, PPG Industries, and the St. Regis Paper Cooperative.

To obtain more information about this Upper St. Clair program, contact:

Robert Mueller
Coordinator
Drug and Alcohol Programs
Upper St. Clair Public Schools
1820 McLaughlin Run Road
Upper St. Clair, PA 15241
(412) 833-1600

WASHINGTON SENIOR HIGH SCHOOL

SKILL DEVELOPMENT LABORATORIES

General Description

Washington Senior High School is an urban school in Cedar Rapids, Iowa, with 1,363 students in grades 10-12. The student body is 87 percent white, 7 percent black, 5 percent Asian, .9 percent Hispanic, and .4 percent native American. Washington Senior High has 4 administrators, 66 teachers, 10 teacher aides, 4 counselors, 2 subject area specialists, 1 library/media professional, 1 social worker, 1 security officer, 3 food service personnel, and 8 clerical workers. Part-time staff include 8 teachers, 1 teacher aide, 1 counselor, 1 subject area specialist, 1 library/media professional, 14 food service personnel, and 1 clerk.

Program Description

Staff members at Washington Senior High School encourage all students to develop skills and personal characteristics that will enable them to become self-reliant workers and contributing members of society. This widespread encouragement is especially reflected in the Skill Development Laboratories that are provided for low-achieving students.

Each spring, staff members identify students in the incoming 10th grade who are low achievers. This identification process includes standardized test scores, grades, attendance, and teacher recommendations. Approximately 20 percent of the class (70-80 students) usually is identified through this process.

Skill Development Laboratories in language arts, American studies, fundamentals of science, and math are small, reduced sections of required courses that are especially designed for the low achievers. These courses cover the normal course content but emphasize the development of reading, writing, thinking, interpersonal, and study skills. Class size in the skills laboratories is limited to 18, and teachers with a special interest in low achievers are selected to participate.

According to Washington's staff, the labs, which were initiated in 1981, have contributed substantially to the dramatic increase in test scores of this year's seniors as compared to other seniors in the district.

To obtain additional information about the Skill Development Laboratories at Washington Senior High School, contact:

Dr. Ralph Plagman
Principal
Washington Senior High School
Cedar Rapids, IA 52403
(319) 398-2161

WILTON HIGH SCHOOL

DRUG AND ALCOHOL ABUSE PROGRAMS

General Description

Wilton High School is a suburban school in Wilton, Connecticut, with a student body of 1,296 students in grades 9-12. The ethnic student composition at Wilton is 98 percent white, .010 percent black, .004 percent Asian, .003 percent Hispanic, and .002 percent Native American. Wilton High has 4 administrators, 68 teachers, 7 teacher aides, 6 counselors, 3 library/media personnel, 2 security guards, 4 food service personnel, and 10 clerical workers. Part-time staff include four teacher aides and one social worker.

Program Description

The Drug and Alcohol Abuse Programs at Wilton High School are outgrowths of cooperative efforts of both the school and its community to find solutions to the drug and alcohol abuse problems. Initial work began in 1979 when an increase in drug and alcohol problems at the school prompted public awareness meetings to discuss the issue. Since then, many community-based programs have been implemented. Among these are the Safe-Ride Program and the Wilton Youth Action Program.

The Safe-Ride Program is a student assistance program involving parents who provide weekend rides for students who need transportation because they may be drinking and, therefore, shouldn't be driving. The Wilton Youth Action Program is comprised of parents and students and offers alternative activities for young people, like picnics, dances, and lectures from pertinent guest speakers. This group also subscribes to a safe homes policy which calls for parents to pledge that they will not allow drugs or alcohol in their homes while young people are participating in activities.

The Crisis Resource Team is a school-based group consisting of the nurse, the psychologist, the social worker, counselors, and an administrator. The team offers help to families in need and provides such diverse functions as securing food for impoverished families, privately notifying faculty of a family crisis that affects a student, and seeking specialized medical or psychological services upon request.

A school outreach person is also available to provide assistance to students in need. This school staff member "works the streets," works with families, and serves as a link between the school and the community.

Wilton High School also offers student stress reduction workshops, a suicide prevention program, and a curriculum focusing on adolescent problems. For students who are burdened with financial pressures, there is the Alternative Youth Program, which provides school at night and permits students to work during the day. This program helps students structure their lives and at the same time reduces the pressures caused by inadequate financial resources.

Many of the Wilton High School projects are supported by parents and other community members who volunteer their services to the school. Other inschool programs require minimal funds to support staff release time, workshop materials, and so forth.

To obtain additional information about Wilton's Drug and Alcohol Abuse Programs, contact:

Dr. Donald D. Holt
Principal
Wilton High School
395 Danbury Road
Wilton, CT
(203) 762-0381